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ABSTRACT

This guide consists of a series of behavioral objectives for the student, K-12. It has been prepared by librarians to aid teachers in using the library as an extension of their classroom teaching and to aid librarians in providing the needed materials and activities for both teachers and students. It should be useful to teachers in planning challenging learning situations and experiences. It will, when properly used, serve as a control for the teaching of library skills according to the student's needs and abilities so as to provide each student with a range of skills and pleasures that he may carry on and increase throughout his adult life. The assumptions of the guide are that: (1) instruction in library skills should be triggered by the classroom assignment, (2) library skills should be part of the total curriculum, (3) each reference tool should be taught as part of a larger undertaking, (4) instruction should be continuous and cumulative throughout grades K-12 and (5) some library activities should be planned to introduce enrichment and cultural forms to serve individual and group interests. (Author/SJ)

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ED 066176

GUIDE FOR THE DEVELOPMENT OF LIBRARY SKILLS AND SERVICES in the Sulphur Springs Independent School District Grades K-12

LI 003 811

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The purpose of the library in the Sulphur Springs public school district is to serve as an extension of classroom activities. The library is an integral part of any instructional program that promises attainment of maximum effectiveness of both teachers and students. No teacher as manager of learning situations can realize his full potential without skillful use of library learning resources. The library personnel stand ready to assist the teachers in planning and executing relevant library programs. No student is successfully preparing for his future who is not using the library extensively to improve his own competencies. The materials, services and programs in the library provide opportunities for the student to reinforce, to extend, and to test the learnings initiated in the classroom. In the library, the student develops reading habits and attitudes that will enable him to continue lifetime learning experiences. The objectives of the library are:

1. upon request by the teacher
   a. to provide each teacher with multi-media resources to enrich his classroom teaching; and
   b. to provide continuous and cumulative library instruction to students from kindergarten through grade twelve
2. through regularly scheduled conferences or pre-planned routines, to involve each teacher in planning library instructional programs that extend the classroom instruction;
3. through providing resources, environment and guidance for independent study, to involve each student directly in his own education; and
4. through programs developed by teachers and librarians, to provide each student with group and/or individual experiences in literature, sound, color, texture and form.

The objectives of the library imply a series of interactions between teachers and librarians. These interactions must be planned if they are to yield changed student behavior. The interaction begins when the teacher, with a unit or an individual assignment, chooses one of the several methods listed below to extend his classroom teaching through use of the library.

1. The teacher submits his lesson plan to the librarian and requests that a collection of supportive media be sent to his classroom.
2. The teacher confers with the library staff in regard to his unit or assignment and requests that the library identify and present to the student the relevant reference tools and library skills. For example, an assignment in high school science might require the student to use
   - A. Unabridged dictionaries
   - B. Science dictionaries
   - C. Encyclopedias
   - D. Biographical Works
   - E. The Card Catalog
   - F. Periodical Indexes
   - G. Vertical Files

   An assignment in sixth grade social studies might require the library staff to aid in the teaching of skills such as
   - A. Map Reading
   - B. Use of Atlases to Locate Places
   - C. Use of Geographical Dictionary
   - D. Use of Periodical Indexes
   - E. Use of Card Catalog

3. The teacher confers with the librarian in regard to individual student assignments and requests the librarian to provide the student with individual guidance in the use of relevant equipment and materials.

4. The teacher confers with the librarian in regard to a sequential, enrichment library program for individuals, small groups or classes. The librarian presents a series of programs in literature, films, art appreciation or listening to music.

Thus, through a series of successful interactions between the teacher and the librarian, the student's classroom experience is extended and enhanced.

This guide consists of a series of behavioral objectives for the student, K-12. It has been prepared by librarians to aid teachers in using the library as an extension of their classroom teaching and to aid librarians in providing the needed materials and activities for both teachers and students. It should be useful to teachers in planning challenging learning situations and experiences. It will, when properly used, serve as a control for the teaching of library skills according to the student's needs and abilities so as to provide each student with a range of skills and pleasures that he may carry on and increase throughout his adult life.

This guide is based on the following assumptions:

1. That instruction in library skills should be triggered by the classroom assignment.
2. That library skills should be part of the total curriculum.
3. That each reference tool should be taught as part of a larger undertaking.
4. That instruction should be continuous and cumulative throughout grades K-12.
5. That some library activities should be planned to introduce enrichment and cultural forms to serve individual and group interests.

KINDERGARTEN

After formal instruction in the library learning center, students in the kindergarten will be able to:

interact
1. call the librarian by name

locate
2. locate the area containing the picture books

select
3. pick out a book from the collection

interact
4. leaf through the book and tell the librarian or teacher its subject

take care of books
5. demonstrate or tell the following four steps in the proper handling of books

(Materials: film 16mm, Books and Their Care, color, 12 min.)

1. clean hands
2. how to open
3. how to turn pages
4. how to properly retrieve and return a book to the shelf

GRADE 1

review K

At grade 1 the students will be allowed to check out books upon agreement between teachers and librarians. Students will be able to tell:

take care of books
6. how to keep books from young children or pets
7. how to keep books protected from the rain

Teachers will teach procedure for borrowing books. When checking out books, students will be able to answer correctly the following questions:

check out books
8. when is the book due back in the library?
9. how are you going to care for it?
10. where are you to put books at home?
11. how much is the fine for overdue books?

After instruction, the child will demonstrate proper library citizenship by:

behave in the library

12. entering the library quietly

13. remaining quiet and orderly while in the library

14. moving and placing library chairs carefully

15. exhibiting courtesy while waiting in line to use the card catalog, materials, tools and equipment

16. returning books when finished with them, if this is earlier than the due date

During the latter part of first year, after instruction in the proper methods for choosing books, students will be able to answer two criteria for book selection:

select

17. does it interest me?

18. can I read it?

GRADE 2

review K-1

After instruction, students will be able to distinguish between true and not true books by:

differentiate

19. telling the meaning of the following terms:

(1) biography

(2) autobiography

(3) true books

(4) fiction books

select

20. selecting and showing two titles in each of the four categories.

After formal instruction to acquaint students with library, students will be able to:

identify separate areas of the library

21. name six different areas of the library:

(1) book reading area

(2) circulation area

(3) information and reference area

(4) periodical reading area

(5) card catalog (index to all materials)

(6) vertical file area

22. tell at least one activity that can be performed in each area.

GRADE 3

After instruction, students will be able to:

locate and use parts of a book

23. locate at least three of the following parts of the book:

(1) title page

(2) preface or introduction

(3) contents

(4) body

(5) index

24. answer at least three of the five items on the following test on the parts of a book:

(1) tell the author and title of the book from the title page

(2) identify the preface or introduction

(3) find a section of the book after referring to the Table of Contents

(4) identify the paging of the body of the book

(5) locate the text on a subject after referring to the index

Students will be able to:

After instruction on the alphabetical, author arrangement of fiction on the shelves, the student will be able to:

locate fiction

25. locate a fiction book by a given author

locate nonfiction

26. locate, on the shelves, nonfiction materials in the following areas:

(1) science books

(2) books about Indians

(3) poetry books

(4) biography

After a lesson on the use of the Atlas, students, when shown a map of Texas, will be able to:

use maps

27. locate the following places:

(1) Sulphur Springs

(2) Dallas

(3) Austin

(4) Houston

GRADE 4

review K-3

At grade four the teachers and librarians will introduce the functions of the card catalog. After instruction, and upon consulting the card catalog, the student will be able to:

use the card catalog

28. distinguish among the catalog cards that refer to:

(1) books (plain)

(2) filmstrips (red)

(3) phonograph records (blue)

(4) study prints (green)

(5) slides (brown)

(6) transparencies (orange)

By means of an objective test students will be able to:

(Materials: Filmstrip, "How to Use the Card Catalog")

29. identify the following types of catalog cards:

(1) author

(2) subject

(3) title

30. point out the location symbol on each type of card

31. locate three books on the shelf by matching the location symbol on the card with the one on the book

dictionary

(Materials: Book, In Other Words)

Introduce the concept of synonyms and antonyms followed by introduction to the use of the book, In Other Words, a thesaurus that explains how to find synonyms and antonyms. To demonstrate his competence, the student will:

32. define orally or in writing, the following terms:

    (1) antonyms

    (2) synonyms

Given a list of ten entry words, the student will be able to:

33. supply

    (1) a list of antonyms for each word

    (2) a list of synonyms for each word

card catalog: and biography

After instruction in the relationship of the catalog card to the arrangement of biography on the shelf, a student will be able to:

34. list 3 steps in locating a biography

    (1) look in the card catalog under the last name of the person written about

    (2) write the location symbol on a slip of paper

    (3) match the location symbol with the symbol on the book on the shelf

and illustrators

Given a list of six book illustrators, a student will be able to:

35. find a catalog card for each

36. locate a book on the shelf illustrated by each of three illustrators

37. locate three books illustrated by one illustrator

Caldecott

After instruction on the concept of Caldecott Medal Awards, the student will be able to:

38. identify the Caldecott award symbol on at least five books on the library shelves

39. write a paragraph describing the colors and subject matter of the illustrations in one Caldecott award book

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GRADE 5

review K-4

After instruction in the ten major classes of the Dewey Decimal Classification system, students will demonstrate their competence by participating in the following activities:

Dewey Classification System: browsing

40. given a book from one of the ten major classes,

(1) go to the shelf where other books of the same major class are located

(2) browse the books in that section

(3) select two books that will answer affirmatively the following two questions:

(a) does it interest me?

(b) can I read it?

reference

After instruction in the concept of identifying the key words in a reference question, in order to find an answer in an almanac, the student, given a question whose answer is in the World Almanac will be able to:

almanacs

41. find the answer by taking the following steps:

(1) identify the key words in the question

(2) locate the key words in the world almanac

(3) select the correct subheading under the key words

(4) supply the correct answer

dictionary

After instruction in the use of Webster's Third New International Dictionary, students will be able to:

42. define abridged dictionary and unabridged dictionary

43. answer correctly 75% of the questions of a ten question objective test related to dictionary use

card catalog locate - nonfiction folklore

After review of the skills for locating nonfiction books, the student, by using the card catalog subject heading, will be able to:

44. find folklore of three different countries

vertical file

After instruction in the use of the vertical file, a student will be able to:

45. select material on the subject of his choice and borrow it for his home use

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GRADE 6

review K-5

reference: biography geography

After formal instruction on Webster's Biographical Dictionary and Webster's Geographical Dictionary, using the books, the student will be able to:

46. answer correctly 75% of the questions on an objective test dealing with information in the books

After being introduced to Junior Book of Authors and More Junior Authors, the student will be able to:

47. use the two works to:

    (1) locate the names of three illustrators or three authors

    (2) write the birthdays of each person

    (3) write the titles of books written or illustrated by the persons

    (4) write two interesting facts of the author's or illustrator's life

Newbery

After the Newbery Award has been explained, given a list of Newbery Books, the student will be able to:

48. identify the Newbery Award symbol on three books and on three catalog cards

49. list three titles and their authors who have worn the award

After introduction to the concept of time and setting in fiction the student will be able to:

50. identify the setting of three books, including one Newbery winner

After instruction in the use of two encyclopedias, students will be able to:

reference: encyclopedias

51. compare the facts given on the following subjects:

    (1) Johnny Appleseed

    (2) Alamo

    (3) Zeus

    (4) Apollo

    (5) Apollo 14

52. compare the pictorial coverage of automobiles

53. compare the map coverage of Texas

bibliography

54. answer the following questions:

    (1) Who wrote the article on the Alamo?

    (2) For a report, how would you cite the reference?

    (3) Define bibliography

    (4) Define biography

reference:

Given a recent issue of the Subject Index to Children's Magazines, students will be able to:

55. use the index to locate a magazine article on a favorite topic

    (1) identify a subject of interest in the index

    (2) copy on a sheet of paper a reference to a desired article

(3) underline the magazine title of the reference

(4) compare the magazine title with the list of magazine titles in the library to determine whether or not the library subscribes to the magazine

(5) if the library has the magazine of the correct date, locate the article

SECONDARY LIBRARIES

Being a well-rounded person through reading has become one of the demands of our time. Reading and research increase the students' ability to think, and thinking and rationalizing are necessities in our increasingly complex society.

Students in secondary school should be more able to determine their individual needs in the use of the library as a result of training in the elementary school; however, teachers and librarians should guide students in the review and reinforcement of library skills already developed.

Students should be encouraged-directed toward use of the library in fulfilling their class work as well as for personal enrichment. Students should be made aware that the purpose of the librarian and library facility is to benefit them. The librarian's role is to help, show, and encourage--in all respects, the use of books and other materials.

While at the elementary school, behavioral objectives for students were specified; at the secondary level, each student may use the library as the result of classwork and for personal fulfillment.

Listed below are types of references available to students and teachers in the secondary schools. In addition, the librarian may be requested to offer services in collecting materials and providing classroom instruction:

I. Almanacs
- * Information Please Almanac
- Reader's Digest Almanac
- * Texas Almanac
- * World Almanac

II. Atlases
- * Ambassador World Atlas
- America the Beautiful
- Atlas of World History
- ** Book of Nations
- Colliers World Atlas and Gazetteer
- Ellenbarger. Atlas of Animal Anatomy for Artists
- ** The Global Atlas
- ** Golden Geographic Encyclopedia
- Hammond. Atlas and Gazetteer of the World
- Hammond's Nature Atlas
- Hammond's Standard World Atlas
- Hammond's Superior Atlas and Gazetteer of the World
- Hammond's World Atlas
- ** Life Atlas of the World
- ** The Odyssey World Atlas
- Palmer. Atlas of World History
- Rand McNally. New Cosmopolitan World Atlas
- Rand McNally. Premier World Atlas
- These United States
- ** Texas in Maps

III. Biographical References

** American Authors and Books
Cournos. Famous British Novelists
Cournos. Famous British Poets
* Cournos. Famous American Novelists
Dictionary of American Biography
** Famous American Authors
* Fuller. More Junior Authors
Junior Book of Authors
Kunitz. American Authors 1600-1900
Kunitz. British Authors of the 19th Century
Kunitz. Twentieth Century Authors
Kunitz. Twentieth Century Authors First Supplement
** Something about the Author (2 vol.)
Tante. Living Authors
** Texas State Directory
Thomas. Living Biographies of Famous Novelists
Thomas. Living Biographies of Great Philosophers
Thomas. Living Biographies of Great Poets
Thomas. Living Biographies of Great Scientists
Untermeyer. Lives of the Poets
Who's Who in America

IV. Dictionaries, Word Books and Thesauri

* Allen. Synonyms and Antonyms
Barnhart. American College Dictionary
Bryant. Modern English and Its Heritage
Crabb. English Synonyms
Emery. New Century Dictionary of the English Language
Ernst. Words: English Roots and How They Grew
Fernald. Synonyms, Antonyms and Prepositions
Fowler. A Dictionary of Modern English Usage
Funk. Thereby Hangs a Tale
Funk. Word Origins
Funk and Wagnalls. Standard College Dictionary
Garrison. What's in a Word?
Johnson. New Rhyming Dictionary and Poet's Handbook
* Lewis. The Modern Thesaurus of Synonyms
Lewis. Word Power Made Easy
Mathews. Americanisms
** Modern American Usage
** N.B.C. Book of Pronunciations
Nurnberg. All About Words
Onions. Oxford Dictionary of English Etymology
Opdyke. Mark My Words
Radford. Unusual Words and How They Came About
Rodale. The Synonym Finder
* Roget's International Thesaurus
Roget's New American College Thesaurus
Roget's Thesaurus of English Words and Phrases
Shipley. Dictionary of Word Origins
Walker. The Rhyming Dictionary of the English Language
Webster's Collegiate Dictionary

* Webster's Dictionary of Synonyms with Antonyms
* Webster's New Collegiate Dictionary (7th ed.)
** Webster's New Student Dictionary
Webster's New International Dictionary
Webster's New 20th Century Dictionary
Webster's New World Book Encyclopedic Dictionary
Webster's New World Dictionary
** Webster's Third New Unabridged Dictionary
* Wood. Complete Rhyming Dictionary
Wood. Unabridged Rhyming Dictionary

Dictionaries on Special Subjects
Brewer's Dictionary of Phrase and Fable
** Compton's Dictionary of Natural Sciences
** Compton's Illustrated Science Dictionary
Dictionary of American Biography
* Dictionary of American History
Dictionary of English Literature
Dictionary of Fictional Characters
New Dictionary of American History
Webster's Biographical Dictionary
Webster's Geographical Dictionary
** Young People's Science Dictionary

V. Encyclopedias - General
Americana
* American Peoples Encyclopedia
Britannica
** Britannica Junior
Columbia-Viking Desk Encyclopedia
* Compton's
** Golden Encyclopedia
Lands and People
* Lincoln Library
** Merit Students' Encyclopedia (have ordered for H.S.)
** Our Wonderful World
A Picturesque Tale of Progress
Warner. Library of the World's Best Literature
* World Book

Encyclopedias on Special Subjects
Annals of America
Book of Literature
** Book of Popular Science
Handy Book of Literary Curiosities
Lincoln Library of Social Studies
New Century Classical Handbook
** New Frontiers in Science
** Our Living World (12 vol.)
Praeger Encyclopedia of Art
Rapid Fact-finder
Reader's Encyclopedia

Reader's Encyclopedia of American Literature
* Science Year by World Book
Van Nostrand's Scientific Encyclopedia
** Young People's Science Encyclopedia

VI. Indexes

Grainger's Index to Poetry
Supplement to Grainger's Index to Poetry
Reader's Guide to Periodicals
Strang's Exhaustive Concordance of the Bible

VII. Magazines

** American Girl
* American Home
American Rifleman
American Scientist
** Arizona Highways
Atlantic Monthly
* Better Homes and Gardens
Booklist
* Boy's Life
Bulletin of Atomic Scientists
Business Week
Changing Times
Chemistry
Civil War Times
Congressional Digest
Consumer Reports
Current History
Electronics Illustrated
English Journal
Family Circle
Farm Journal
Field and Stream
Gems and Minerals
* Glamour
Golf
* Good Housekeeping
Hot Rod
* House and Garden
Ingenue
* Ladies' Home Journal
Library Journal
Life
Marketing Communications
* McCall's
Mechanix Illustrated
National Geographic
* Newsweek
Outdoor World
** Popular Electronics

* Popular Mechanics
** Popular Photography
* Popular Science
* Reader's Digest
** Redbook
Rotarian
Saturday Review
School and Society
** School Library Journal
* Science Digest
Science News
Science Teacher
Scientific American
The Secretary
Senior Scholastic (teachers ed.)
* Seventeen
Southern Living
* Sports Illustrated
** Successful Farming
Texas Outlook
Time
Today's Health
* U.S. News and World Report
Wilson Library Bulletin
Woman's Day

VIII. Newspapers

American Observer
Daily News Telegram
* Dallas Morning News
Dallas Times Herald
National Observer
New York Times Sunday Ed.

IX. Vertical Files

Magazine and newspaper clippings on many subjects such as drugs, space, ecology, etc.

No asterisks mean available in high school library only.
* Available in both junior high and high school library.
** Junior high library only.

Suggestions for teachers toward behavioral objectives, which would involve and expand the use of the library, are listed below. These are examples that teachers may use as incentives, or as models to construct their own objectives for students in working up assignments that require library use.

1. Given the names of two prominent short story writers, using the Short Story Index, a student will be able to make a list of all the short stories written by each author and indicate the books in which each story may be located. The student will then, from the information he has gained, locate one of the short stories through use of the card catalog.

2. Given Granger's Index to Poetry locate references to 10 poems on the subject of rain. Locate one of the poems in a book in the library.

3. Given the latest annual volume of Current Biography select the names of two scientists. Compare the two as to (1) age, (2) place of birth, and (3) writings or discoveries.

4. Given the names of two of the latest bound volume of Biography Index locate reference to one periodical article about the person of your choice.

5. By use of the card catalog identify by authors and titles three books about each of the following: (a) the American Indian
   (b) the Afro-American
   (c) the Cowboy

6. Given one-half hour to view twenty art print reproductions, the student will be able to select one or more books from the library that compliment some aspect of one of the art prints.

7. Compare the average of "Painting" in (1) the Encyclopedia Britannica, (2) the Americana Encyclopedia, and (3) the World Book Encyclopedia giving particular attention to the number of illustrations, the number of items on the bibliography, and the number of pages devoted to the subject.

8. Given Booklist for the past year, the student or teacher will select all of the titles of book and nonbook materials that are of special interest to him and that he would recommend for purchase by his library. He will then construct an order card file numbering the cards according to his priority for purchase.

9. Given four different dictionaries and three other reference works on the subject of words, a student will select one word that interests him and write an essay about its origin, its pronunciation, and at least one other interesting aspect of the word.

10. Given a list of questions and a list of titles of reference works, students can match the question with the work most likely to have the answer. The student will proceed to locate the answers to the questions and supply the page number to the correct title.

11. Given four different daily newspapers, of the same week or day of the same week, a student will be able to locate the editorial page, read

the main editorial in each paper, and write a four sentence summary of each that includes identification of the topic and whether or not the author is an advocate or a dissenter on the subject.

12. Locate and write the titles of 3 periodicals on each of the following subjects: (1) Science

(2) Weekly news

(3) Wildlife

(4) Sports

Select one article for reading. Describe the article in full bibliographic detail and write a 150 word review stating the author's strong and weak points.

13. Twentieth Century Authors

Give birth date of each of the following authors, their nationality, their principal type of writing, and one title by each:

Hart Crane

Ernest Hemingway

Lillian Hellman

David Herbert Lawrence

Jose' Ortega y Gasset

By using the card catalog, determine whether or not your library has a book by each of the above listed authors. Underline the word you used to locate an author card for each.

14. Granger's Index to Poetry

List the titles (not the first lines) and authors of 5 poems about

(1) cats

(2) dogs

(3) Horses

(4) one about war. For this one, give code, (Granger) author, title, publisher and date of the book that contains the poem.

Look in the card catalog to see whether or not your library has this book. If so, give the number of the page where the poem is located.

List 10 titles of poems by Countee Cullen.

15. Rand-McNally. New Cosmopolitan World Atlas

Give the altitude of the following three Texas cities and indicate which is the highest:

(1) Dallas

(2) El Paso

(3) Houston

What is the U.S. Air Distance from Dallas, Texas to:

(1) Albuquerque, N.M.

(2) Amarillo, Texas

(3) El Paso, Texas

(4) Houston, Texas

In what state are the following:

(1) Guadalupe Mts.

(2) Guadalupe Peak

(3) Guadalupe River

(4) Guadalupe County

16. What is the approximate population of Austin, Texas?

17. Dictionary of Word Origins

    Given a list of words, students will find their origins and meanings.

18. Newsweek

    Students will make a list of prominent personw who were active in the national or world political scene the previous week.

ORGANIZATION, TECHNIQUES, AND ROUTINE PROCEDURES

FOR THE ELEMENTARY LIBRARY

Arrangement of Books

Sulphur Springs elementary school libraries, in general, use the Dewey Decimal System of Classification for non-fiction books. As far as possible, these books are shelved in numerical order; however, certain sections of non-fiction books (such as fairy tales, holiday books, short stores, biographies, etc.) which have more than average use, are often shelved where they will be most accessible.

The fiction is arranged alphabetically by the author's last name. In the elementary libraries, there are often two or three fiction sections--the "Easy" section, composed mainly of picture books with simple text for the primary grades, and the main section, composed of fiction for the upper grades.

Reference material, such as sets of encyclopedias, dictionaries, and indexes, are kept in a reference collection near the desk.

Popular Books--Science fiction, horse stories, mystery stories, etc., may have special markings on the spine of the book to designate its subject. Whether these books are shelved with the rest of the fiction or grouped in a special collection would be left to the librarian's judgment.

The Library Vertical File

The vertical file is a very useful and vital part of the school library. In it are kept clippings, pamphlets, illustrations, pictures, and other such materials that are not in book form. The subject headings used

are taken from Sears List of Subject Headings. A checkout paper is on a nearby desk where student records his name, number and title assigned to material, and date checked out. When he returns material, the librarian crosses out his name and places material back in file.

Suggested routine for preparing material:

1. Collect all material in a drawer or folder until there is time to work with it; keep only material related to the curriculum, interests, and needs of the school.
2. Stamp or mark the name of school library on cover.
3. On the front of each piece of material, write the subject of the folder in which the material is to be placed.
4. Keep the headings simple and general, for they may be sub-divided later if the folders become too full.
5. Use a manilla folder for each subject. Type the subject in caps on the folder. (Use manilla folders-legal size, 8 1/2" x 14", or letter size, 8 1/2" x 11", when ordering.)
6. File folders alphabetically by subject.
7. Each library should have a list of subjects available for the student's use.
8. Special care should be taken to notify teachers of new pamphlet material pertinent to their own work.

Non-Book Accession Record

A separate accession record should be kept for non-book materials, i.e., filmstrips, records, transparencies, study prints, slides, tapes, etc.

Procedure for Cataloging Filmstrips

I. Red banded cards are used for all filmstrips.

II. Cards to be made are (1) shelf list (also used as title card), (2) series, and (3) subject.

III. The following form may be used:

```
Filmstrip
Class No.
FS          Title  (Filmstrip); Author; Producer,
               date.
               Physical description.  (Series title)
               grade:


            Added entries
```

IV. Circulation.

When a record or filmstrip is checked out, the name of the teacher, the accession number, and date is written in the checkout folder.

Procedure for Cataloging Records

I. Blue banded cards are used for all records.

II. Cards to be made are (1) shelf list (also used as the title card), (2) author or narrator if given, (3) series, and (4) subject.

III. The following form may be used:

```
Record
Class No.
PRM or PRS      Author or Narrator   (if one)
                   Title:  Composer, artist. Producer,
                   date.
                   Physical description
                   grade:

                Tracings
```

NOTE: The title serves as the main entry if the work or narrator for work is not given; also, the symbol PRM is used if recording is primarily music; PRS if it is speech.

Procedure for Cataloging Transparencies

I. Orange banded cards are used.

II. The accession number begins with TR.

III. Records of transparencies are kept in the accession record showing the following information: (1) accession number, (2) title, (3) producer, (4) source, (5) cost, and date.

IV. Cards to be made are (1) shelf list (also used as title card) and subject.

V. The following form may be used:

Transparency Call Number TR Title; Producer, Date. Tracings

Procedure for Cataloging Study Prints

I. Green banded cards are used.

II. The accession numbers begin with SP.

III. Records of study prints are kept in the accession record showing the following information: (1) accession number, (2) title, (3) producer, (4) source, (5) cost, (6) date, and (7) column for notes (Ex. acc PRS 21).

IV. Cards to be made are shelf list (also used as title) and subject.

V. The following form may be used:

Study Print Class No. SP	Title; Producer, date. Physical description grade: Tracings

Procedure for Cataloging Slides

I. Brown banded cards should be made.

II. The accession number begins with SL.

III. Records of slides are kept in the accession record showing the following information: (1) accession number, (2) title, (3) producer, (4) source, (5) date, (6) cost, and (7) column for notes.

IV. Cards to be made are (1) shelf list (also used as title) and (2) subject.

V. The following form may be used:

Slide Call No. SL	Title; Producer, date. Physical description grade: Tracings

Book Charging System

In the elementary schools the general practice is for the child to

write his name and his grade on the borrower's card. The card and the book are then stamped with the date the book is due and the card is filed with his class behind the day it is due.

Each librarian may determine the circulation time allowed for books. The length of the loan is usually for one week with one renewal allowed if necessary. A fine of 2¢ per day, except Saturday and Sunday or illness, is charged.

Processing of Books

Suggested procedure:

1. Unpack books
2. Check book with invoice.
3. Prepare information on 'P' slips, arranging the following information on bottom of slip:

   Accession No., Date Received, Jobber, Price
4. Wilson cards have been ordered whenever possible. Place Wilson cards in books.
5. Open and collate books carefully. This is done by placing the back of the book on a flat surface, separating a few pages at a time at the back and front of the book, pressing gently but firmly along the stitching. Check carefully to see that all pages are bound "right-side-up" and not duplicated or omitted.
6. "O.K." the invoices, return one copy to the office of the business manager, and keep the other copy for the library's file.
7. Write price of book, date of invoice, accession number and source on the secret page.
8. Accession the books. Place the accession number on the title page in the center of the bottom of the page and on pre-determined

page within the book at the bottom of the page.

9. Classify the books on a P slip. Then, the classification number is placed in the upper left hand corner of the title page.
10. The cutter numbers are entered on the P slips.
11. Books are now carded and pocketed. On the pocket, type the call number in the upper left hand corner and the accession number in the right hand corner; author and title are typed on face of pocket. Copy number is placed under call number on the pocket and the card.

    On card, type (a) call number in the upper left corner; (b) accession number in the upper right corner. (A total of times a book is checked out is recorded as new cards must be typed.)
12. The cards may now be typed. After typing the cards, they are filed in the card catalog, and the shelf list cards are placed in the shelf list file. A shelf list card includes the accession number, date of invoice, source and price.
13. Mark the books. The books should be lettered on the spine. After the books are lettered, cover the entire spine with two coats of plastic spray.
14. Stamp the book with the school imprint. The school library stamp is placed on title page and on a secret page.

Care of Magazines

Stamp magazines in the front and back with the school ownership stamp. The magazines are then checked on cards printed for that purpose. (Gaylord 35-W, 35-V).

After checking the new magazines, place them on the magazine rack and leave until the next month's issue arrives.

Subject Index to Children's Magazines

This small research tool is important to the library instruction of every elementary child. It is the elementary school counterpart to the Abridged Reader's Guide in junior high school. Indexing about fifty children's magazines, it provides elementary children a real opportunity at an early age the satisfaction and rewards of individual reference work.

Inventory of Library Books

An inventory of all books (checking each book against the shelf list card) should be taken once a year in each school library.

Suggested Procedure:

1. Taking one section at a time, one person reads author and title from shelf list card, other person locates books on shelves.
2. When books are missing, turn cards up in file.
3. When a book is on the shelf, but no card in the file, put book aside to make card later.
4. On the shelf list cards of missing book, mark in pencil "missing" and the date, i.e., "missing May '67"; mark this beside the accession number or copy number of the one missing.
5. Count the number missing and make a record of the date and number missing. File this on a card in front of our shelf list file.
6. During the school year, as books are found which were previously reported lost, make a note of such on the "missing" records in front of the file in order that all information may be available when reports are made each spring.

Records and Reports

1. Library Record Report - This form is filled out in duplicate at the end of the school year; one copy is filed in the library, the other is sent to the business office. This record shows a report of the book collection (number of books added, number withdrawn, and total number of books in collection, including copies). This report includes all visual aids kept in library.
2. Circulation Record - The number of books checked out for home use should be recorded each day and totaled monthly and at the end of the year.
3. Accounting Record - A record of all library finances should be kept in an account book.

Weeding and Discarding

Procedure:

1. When a book is taken from the collection altogether, a notation such as withdrawal 9/25/67 should be made by the accession number on the shelf list card and in the accession book.
2. Withdrawal takes place when the title is no longer to be retained as part of the collection. Cards should be removed from card catalog. Shelf list card should be retained and notated "Withdrawn 9/25/67."
4. Librarian makes the final decision on discard and withdrawal of a book.

Gift Books

Gift books and other materials will be accepted on the basis of book selection principles and criteria, and the librarian will have the authority to make whatever disposition she deems advisable.